



360-DEGREE ASSESSMENT IN SCHOOL EDUCATION; CHALLENGES IN IMPLEMENTATION: PRINCIPALS PERSPECTIVES (AN EXPLORATORY STUDY)

Megha Patidar

Assistant Professor, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore M.P.

Email-Meghapatidar56@gmail.com

Dr. Prakash Choudhary

Principal, Academic Heights Public school, Indore, M.P.

Email-Pchoudhary06@yahoo.co.in

Paper Received On: 20 MAR 2026

Peer Reviewed On: 24 APRIL 2026

Published On: 01 MAY 2026

Abstract

The growing emphasis on holistic and competency-based education has highlighted the importance of 360-degree student assessment in school settings. This study investigates the implementation of 360-degree assessment practices by examining assessed domains, tools and techniques, stakeholder involvement, documentation methods, frequency of use, and challenges faced by schools. The objectives were to analyze principals' perceptions about holistic assessment, identify commonly used assessment tools, assess stakeholder participation, and explore barriers to effective implementation.

A survey research design was employed, and data were collected from 25 school principals using a structured questionnaire. Descriptive statistics were used for data analysis, and principals' responses were presented through bar graphs to facilitate clear interpretation. Assessment records were primarily maintained through a combination of written documentation and digital platforms. However, schools faced challenges such as lack of time, heavy teaching workload, limited professional training, passive parental response, and ambiguity in guidelines.

Keywords: 360-degree assessment, formative assessment, stakeholder involvement, school principals, competency-based education

INTRODUCTION

Education play vital role in development of society and nation. Therefore, it is very important to maintain quality of education with time. NEP 2020 is the biggest step taken by Indian government for improving the quality of education. NEP 2020 suggested changes in different

areas of education system like pedagogy, evaluation pattern, education structure, curriculum, multidisciplinary, admission procedure etc. NEP 2020 suggested assessment techniques under the heading of “ Transforming assessment for student development” but, question raises in researchers mind that ‘how to implement these suggested assessment techniques at school level?’ “Which assessment techniques should be used that meet the suggestions of NEP 2020?” There is a dire need the need to write the research paper on 360 degree evaluation.

Salient feature of assessment according to NEP 2020

As per NEP 2020 a good assessment is that which assess the conceptual understanding, competency and overall development of child within his capacity rather than focuses on memorization of concept and marks achievement only. It helps teacher to monitor students’ progress throughout the year and foster teaching learning process. It reinforces the autonomy as well as independent learning of students. Assessment should be done in all direction that includes holistic development of child that cover cognitive, affective and psychomotor development and communicate this information with others. Assessment should reflect uniqueness of child and aware each child with his capacity as well as uniqueness. And with this uniqueness and individual capacity assessment techniques evaluate the overall development of child. In a para 4.40 NEP 2020 also suggested changes in exam pattern that test the achievement of child in core concepts along with relevant knowledge of local and national curricula along with high order skills and application of learned concept in real life situation. It also evaluate the critical thinking, creative thinking and logical thinking develop among child. (p,18). In para 4.35, NEP 2020 explains the 360 degree assessment techniques that covers all three domain of bloom taxonomy and report card design that reflects multidimensional development of child with his uniqueness. Self-assessment, peer assessment, teacher based assessment and involvement of community for student assessment is also done at education institution that covers progress of child in project based and inquiry based learning. For group activity peer assessment is also necessary. For the holistic assessment of the students, AI software should be use through which students’ records and progress can be monitored by the institute administrator, teachers, parents, peers as well as student themselves.

These are some salient features of assessment that are suggested by NEP 2020.

Innovation in assessment suggested by NEP 2020

NEP (1986) shifted evaluation pattern from certification to learning improvement followed by comprehensive and continuous evaluation (CCE) that includes semester exams at schools level with grading system. In present scenario comprehensive and continuous evaluation system is

followed by schools, where formative and summative evaluation of a child is done. It reduces the burden of syllabus. But it is changing very quickly, hence we need to change in our assessment practices. Keeping it, in focus and coping up with present demand of time, some innovative assessment techniques are suggested in NEP 2020. In para 4.35 NEP recommended 360 degree multidimensional report card that represents the holistic development of child including all three domain along with his uniqueness. Addition of self-assessment, peer assessment and parents' involvement in child assessment along with teacher assessment are also suggested by NEP 2020. Integration of AI software as well as development of student portfolio for monitoring the development and progress of child individually is also the innovative steps taken by Indian government. Besides this in para 4.38 changes in board examination pattern is also recommended by NEP 2020 and it proposed yearly/ semester/ modular board examination pattern for students that will help in reducing the exam pressure of students. Change in patter of question paper of subjects.

Meaning of 360-Degree Evaluation

360-degree evaluation refers to a comprehensive and multi-source assessment approach in which information about an individual's performance, behavior, and development is collected from multiple stakeholders rather than relying on a single evaluator. In the context of education, 360-degree evaluation involves inputs from teachers, students (self-assessment), peers, parents, and school management to gain a holistic understanding of a student's academic, social, emotional, and behavioral development. This approach emphasizes continuous, formative, and holistic assessment, moving beyond traditional examination-centric practices (Bracken & Rose, 2011).

Definition of 360-Degree Evaluation

360-degree evaluation is defined as *"a systematic feedback process in which an individual is assessed using multiple perspectives, including self-evaluation and evaluations from relevant stakeholders, to obtain a balanced and comprehensive view of performance and development"* (Bracken, Timmreck, & Church, 2001).

In educational settings, the National Education Policy (NEP) 2020 conceptualizes 360-degree assessment as a **holistic, competency-based evaluation framework** that assesses learners across **cognitive, affective, and psychomotor domains**, incorporating academic achievement, life skills, values, attitudes, and co-scholastic development (Ministry of Education, 2020). Such evaluation supports learner-centred education by promoting reflection, inclusivity, and continuous improvement.

LITERATURE REVIEWS RELATED TO PRESENT STUDY

Joshi and Kaur (2019) conducted a study on the implementation of comprehensive assessment practices in secondary schools across Punjab. The findings revealed that while principals acknowledged the importance of 360-degree evaluation for holistic development, lack of teacher training and workload constraints significantly hindered its effective adoption. Both school leaders and teachers expressed a need for systematic professional development.

Singh (2020) examined principals' and teachers' perceptions of multidimensional assessment methods in urban schools in Delhi. The study found that though respondents valued holistic assessment, limited time, ambiguity in assessment guidelines, and inadequate stakeholder involvement impeded consistent implementation.

Verma and Singh (2020) conducted a state-wide survey in Maharashtra to assess principals' understanding of mixed-assessment approaches. Their study found a positive perception toward 360-degree evaluation but noted that principals believed additional training and parental engagement were required for effective implementation.

Chaudhary (2021) examined the perceptions of both teachers and school heads in Haryana regarding the implementation challenges of 360-degree assessment. The study identified critical barriers such as inadequate technology, poor stakeholder coordination, and limited professional development opportunities.

Nair and Thomas (2021) explored teacher attitudes toward alternative assessment strategies in Kerala. Results showed that teachers were supportive of continuous and multifaceted assessment; however, they expressed concerns about increased workload and lack of assessment literacy.

Sharma and Gupta (2021) explored the challenges faced by school teachers in implementing competency-based and holistic student assessment under NEP-aligned reforms. Teachers reported heavy instructional workload, lack of clarity in tools, and resistance from parents as major barriers to 360-degree evaluation practices.

Banerjee and Roy (2022) investigated holistic assessment practices in West Bengal and found that teachers often relied on traditional exams due to lack of resources, while principals supported diversified assessment if proper training and time allowances were provided.

Rao and Mehta (2022) investigated the extent of stakeholder involvement in holistic assessment practices in schools in Karnataka. Their research highlighted that principals recognized the value of including peers and parents in assessment; however, teachers' attitudes and lack of structured documentation systems limited stakeholders' active participation.

Kumar (2023) studied the perceptions and challenges of 360-degree evaluation among teachers in government schools in Uttar Pradesh. The findings suggested that while teachers appreciated the formative benefits of multi-source feedback, challenges such as large class sizes and insufficient technological support restricted its systematic use.

Patel and Desai (2023) examined principals' views on the readiness of schools to adopt holistic assessment frameworks in Gujarat. Results indicated that schools with better infrastructure and training modules were more likely to implement 360-degree evaluation, while others reported lack of time and inadequate policy clarity as constraints.

RATIONALE OF STUDY

Previous research conducted in India reflects growing awareness and acceptance of holistic and 360-degree assessment practices among school educators. Studies by Joshi and Kaur (2019), Singh (2020), and Verma and Singh (2020) indicate that school principals generally recognize the value of multidimensional assessment for supporting students' academic and socio-emotional development. Similarly, research focusing on teachers' perspectives (Sharma & Gupta, 2021; Nair & Thomas, 2021) highlights positive attitudes toward formative and alternative assessment approaches aligned with national education reforms.

Despite this positive orientation, several studies consistently report implementation challenges. Common barriers include lack of professional training, heavy teaching workload, large class sizes, parental resistance, and ambiguity in assessment guidelines (Banerjee & Roy, 2022; Chaudhary, 2021). Teachers also report difficulties in maintaining records and limited access to technological support, which restricts the systematic use of 360-degree evaluation tools (Kumar, 2023). While these studies contribute valuable insights, they often address isolated components of holistic assessment rather than examining the process comprehensively.

Moreover, stakeholder involvement—central to 360-degree assessment—has received limited empirical attention, particularly from the perspective of school leadership. Studies such as Rao and Mehta (2022) suggest that although principals support multi-stakeholder participation, practical constraints reduce its effectiveness. Additionally, existing literature provides minimal evidence on how assessment data are documented and managed across schools.

In light of these gaps, the present study extends existing research by offering a comprehensive, principal-centred analysis of 360-degree student assessment practices. By examining assessed domains, tools and techniques, stakeholder involvement, documentation methods, frequency of use, and challenges within a single framework, the study contributes to both theoretical understanding and practical advancement of holistic assessment in school education.

RESEARCH QUESTIONS

Following research questions are raised in the mind of researchers that motivates them towards the present study:

- To what extent are 360-degree student assessment practices adopted in schools?
- Which domains of student development are primarily assessed through 360-degree assessment practices?
- What tools and techniques are commonly used for holistic student assessment in schools?
- Who are the key stakeholders involved in the 360-degree student assessment process in schools?
- How do schools record and document data related to 360-degree student assessment?
- How frequently are 360-degree assessment practices implemented in schools?
- What challenges do schools face in the effective implementation of 360-degree student assessment?
- How does the involvement of multiple stakeholders influence the perceived effectiveness of 360-degree student assessment in schools?
- What is the relationship between the availability of digital documentation systems and the consistency of 360-degree assessment practices in schools?
- To what extent do institutional challenges (such as workload, time constraints, and lack of training) affect the regularity and depth of holistic student assessment implementation?

STATEMENT OF AIM

360-Degree Assessment in School Education; Challenges in Implementation: Principals Perspectives (An Exploratory Study)

OBJECTIVES

The objectives of the present Article are as follows:

- To examine the extent of adoption of 360-degree student assessment practices in schools.
- To study the methods used for recording and documenting 360-degree assessment data.
- To examine the frequency and continuity of 360-degree assessment practices in schools.
- To identify the major challenges faced by schools in implementing 360-degree assessment.

THE METHOD

Following methodology were used by researchers for present study

The Study: The study is exploratory in nature and aimed to identify the major challenges found by school in implementing 360-degree evaluation.

The Sample: The final sample of 25 school principals was chosen randomly. The respondents were from different districts of Madhya Pradesh.

The Tool:

(a) For data collection: On the basis of informal discussion and review of related literature a questionnaire was designed. At first stage, 100 copies of questionnaire were distributed to the school principals and out of these 37 copies were received back, 12 were found incomplete and invalid, thus removed. Finally, 25 copies of the filled-up questionnaire were taken into account for further analysis.

(b) For data analysis: The data was analyzed by administrating content analysis method and were represented by bar graph.

Research Design:

Present study were qualitative in nature and hence, researchers used casual survey methods for collecting the data from school principals. The survey studies the principals' views towards the implementation of 360-degree evaluation techniques in their schools along with the strategies and tools used for 360 degree and different challenges faced by them at school level.

Procedure:

First, schools list was prepared, and principals of different schools were contacted. The purpose of present study was discussed with them and after taking their permission questionnaire was shared with them. The collected data was analysis by content analysis method and presented by bar graphs.

RESULT AND DISCUSSION

Researchers used content analysis method for analyzing the collected data through interview schedule scale. Statement wise data was analyzed:

Are you aware of the concept of 360-degree assessment of students?

The bar graph illustrates the level of awareness of the 360-degree assessment concept among school principals, indicating responses categorized as "Yes" and "No."

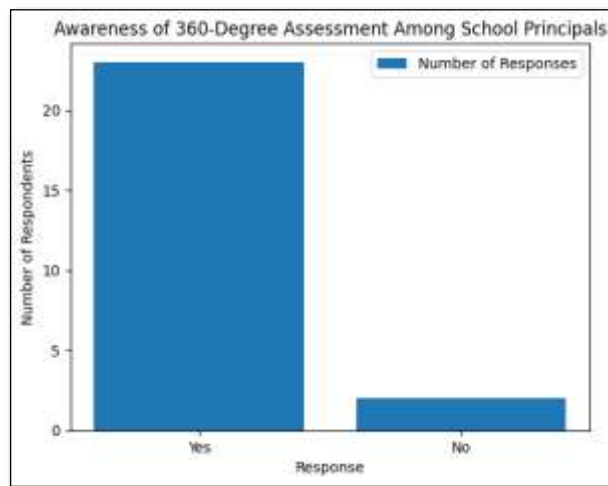


Figure 1 : Awareness of 360-Degree Assessment Among School Principals.

In alignment with the National Education Policy (NEP) 2020, which emphasizes holistic, competency-based, and multi-dimensional assessment of learners, the findings indicate that a substantial majority of school principals are aware of the concept of 360-degree assessment. With 23 out of 25 respondents reporting awareness, the results suggest that school leaders largely recognize the importance of comprehensive evaluation beyond scholastic achievement. However, the presence of a small proportion of principals lacking awareness highlights the need for continued orientation and capacity-building initiatives. These findings imply that challenges in adopting 360-degree assessment are more likely related to implementation readiness, workload, and stakeholder engagement rather than conceptual unfamiliarity.

If yes, how would you define 360-degree assessment in your own words?

From the perspective of school principals, 360-degree assessment is a holistic evaluation process that gathers feedback on a student's overall development from multiple sources, including teachers, peers, parents, and self-assessment. It goes beyond academics to include behavioral, social, emotional, physical, and cognitive growth, providing a comprehensive understanding of strengths, areas for improvement, skills, values, and interpersonal abilities. This multi-source feedback system aims to support constructive development, promote self-awareness, and guide meaningful interventions, ensuring that assessment contributes to the all-round growth of students in a school setting.

How did you come to know about 360-degree assessment?

Based on the principals' responses, the sources of awareness about 360-degree assessment can be summarized as follows:

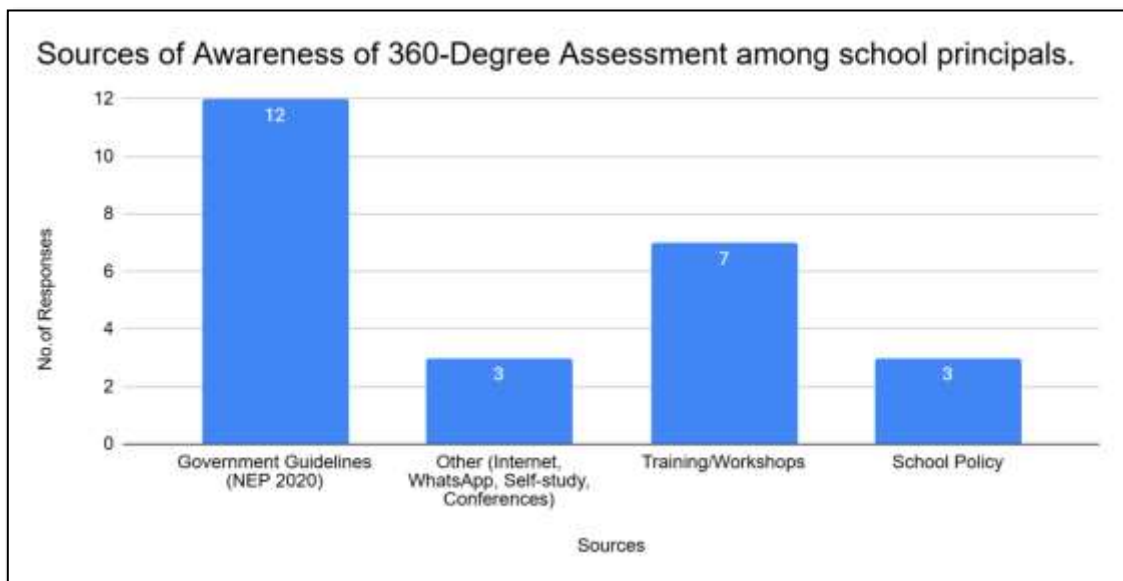


Figure 2 Sources of Awareness of 360-Degree Assessment among school principals.

This indicates that NEP 2020 guidelines and professional training/workshops are the primary sources through which school principals became aware of 360-degree assessment, highlighting the role of policy and structured capacity-building in disseminating this concept.

Which types of tools and techniques used by you for assessing students under 360-degree evaluation?

The principal challenge in implementing a 360-degree assessment system lies in the considerable workload and logistical complexity of collating diverse forms of data. Inputs such as numerical ratings, qualitative observations, and written feedback from multiple stakeholders—including teachers, peers, parents, and students—must be systematically gathered and synthesized. This process is not limited to data collection; it requires accurate integration of cognitive, affective, and psychomotor assessments into a single Holistic Progress Card (HPC). Cognitive evaluation typically involves quizzes, project-based learning tasks, presentations, and competency-based examinations, while affective assessment draws upon anecdotal records, peer and teacher rubrics, reflective journals, and parent feedback to capture social, emotional, and value-based growth. Psychomotor assessment relies on performance-based evaluations in sports, arts, and laboratory work, supported by structured rubrics and checklists. Overarching tools such as portfolios, surveys, and structured feedback forms ensure multi-source perspectives are represented. The synthesis of these varied inputs into the HPC demands precision, timeliness, and consistency, as the ultimate goal is to provide a

comprehensive and actionable profile of each student's holistic development without errors or delays.

Which different aspects of a student can be assessed through 360-degree evaluation?

Based on the principals' responses, the different aspects of a student can be assessed through 360-degree evaluation can be summarized as follows:

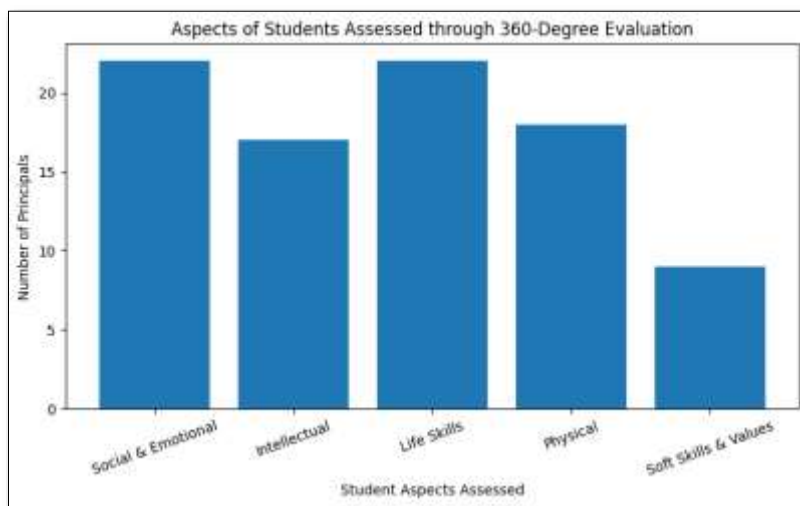


Figure 3 Aspect of students assessed through 360 degree evaluation.

The bar graph illustrates the aspects of students assessed through 360-degree evaluation, as reported by school principals. The x-axis represents different developmental domains, while the y-axis shows the number of principals who mentioned each aspect in their responses.

The findings indicate that school principals largely perceive 360-degree evaluation as a holistic assessment approach rather than one limited to academic achievement. The high emphasis on social and emotional development and life skills reflects an increasing recognition of students' emotional well-being, interpersonal competence, and adaptability as essential educational outcomes. The substantial inclusion of physical development suggests alignment with comprehensive child development frameworks, while attention to intellectual aspects confirms that cognitive growth remains a core component. Although mentioned less frequently, the inclusion of soft skills and values demonstrates an emerging awareness of the importance of ethics, leadership, teamwork, and communication in preparing students for real-life challenges. Overall, the responses underscore a shift toward multi-dimensional, learner-centered assessment practices consistent with contemporary educational reforms and competency-based education models.

Which of the following tools/techniques do you use for assessing students under 360-degree evaluation?

The summary of principals' responses on application of different tools and techniques for 360-degree evaluation are as follows:

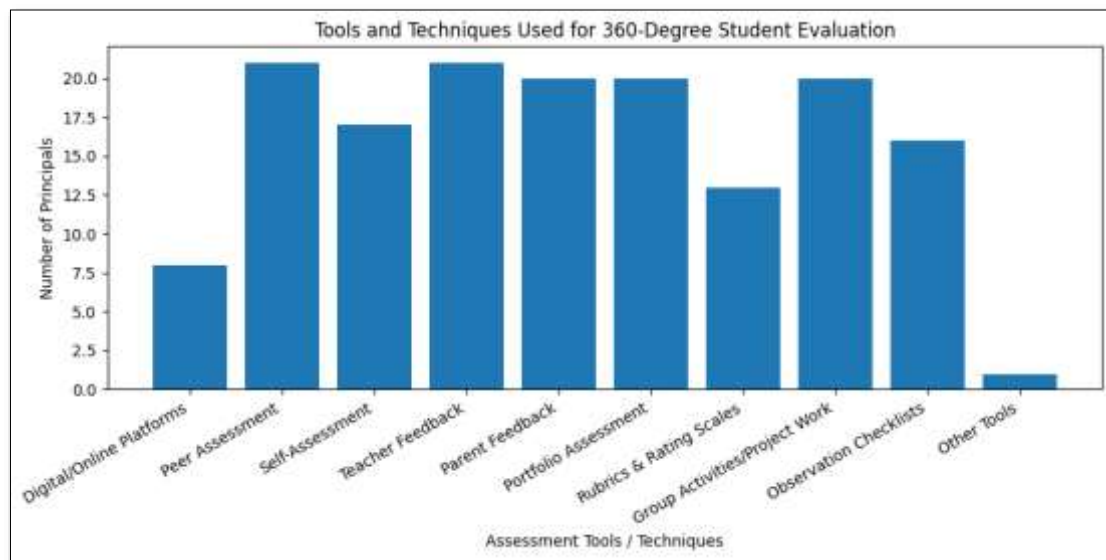


Figure 4 tools/techniques used for assessing students under 360-degree evaluation

(Note: Values inside each bar indicate the number of principals selecting each tool.)

The bar graph illustrates the Various assessment tools and technique used for 360-degree evaluation, as reported by school principals. The x-axis represents different assessment tools and techniques, while the y-axis shows the number of principals who mentioned different tools in their responses.

The bar graph reveals that **teacher feedback, peer assessment, portfolio assessment, and group activities/project work** are the most widely used tools in 360-degree student evaluation. This reflects a strong preference for **continuous, participatory, and performance-based assessment practices** that capture learners' academic and co-scholastic development. **Parent feedback** and **self-assessment** are also prominently used, highlighting the inclusive nature of 360-degree evaluation, where multiple stakeholders contribute to understanding student progress. **Observation checklists** and **rubrics with rating scales** are moderately utilized, indicating their role in ensuring structured and criterion-referenced assessment. In contrast, **digital or online assessment platforms** show comparatively lower usage, suggesting that technology-enabled assessment is still evolving in school contexts. The limited reference to **other tools**, such as anecdotal records and behavior tracking, indicates selective adoption of specialized assessment methods. Overall, the findings demonstrate that principals

Copyright © 2026, Scholarly Research Journal for Interdisciplinary Studies

predominantly rely on **multi-source, formative, and activity-based assessment tools**, reinforcing the holistic and learner-centered philosophy underpinning 360-degree evaluation.

How frequently do you use these tools?

The summary of frequency of assessment tools used for assessing students under 360-degree evaluation is as follows:

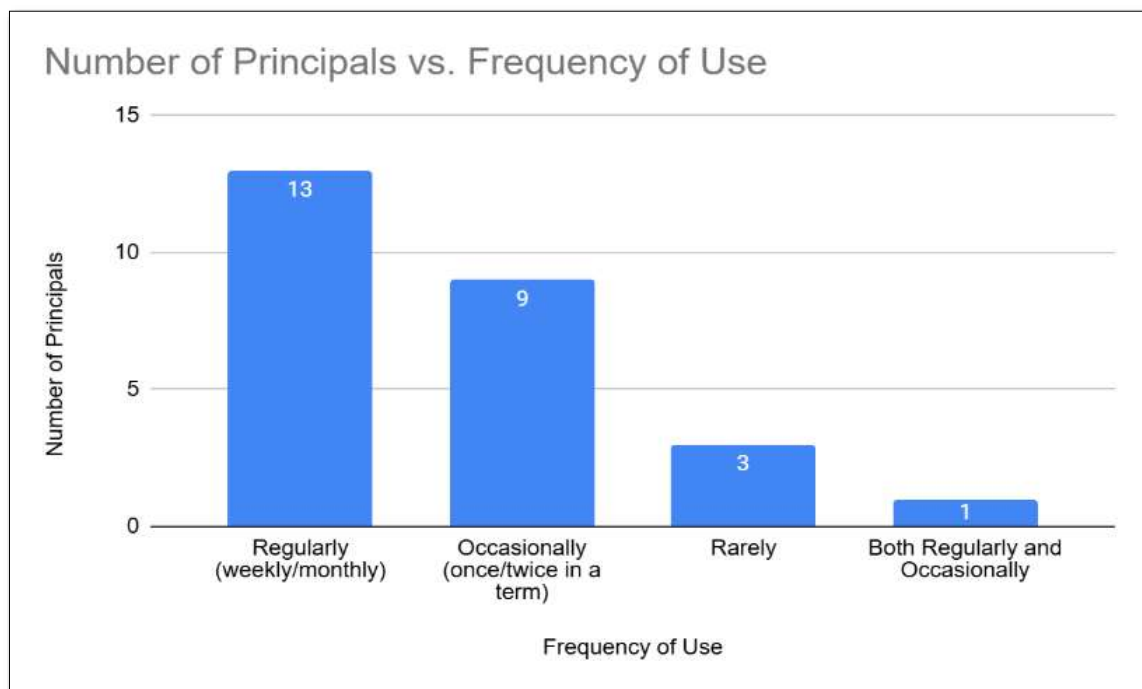


Figure 5 Frequency of assessment tools used for assessing students under 360-degree evaluation

(Note: Values inside each bar represent the number of principals selecting each frequency category.)

From the graph it is clear that most principals use 360-degree evaluation tools **regularly (weekly or monthly)**, indicating their integration into routine assessment practices. A notable proportion use these tools **occasionally**, suggesting situational or term-based implementation. Only a few principals reported **rare use**, reflecting limited adoption in certain schools. Overall, the responses indicate a growing acceptance of **continuous and holistic assessment practices** within school systems.

Which technique, in your opinion, is most effective for holistic student assessment? Why?

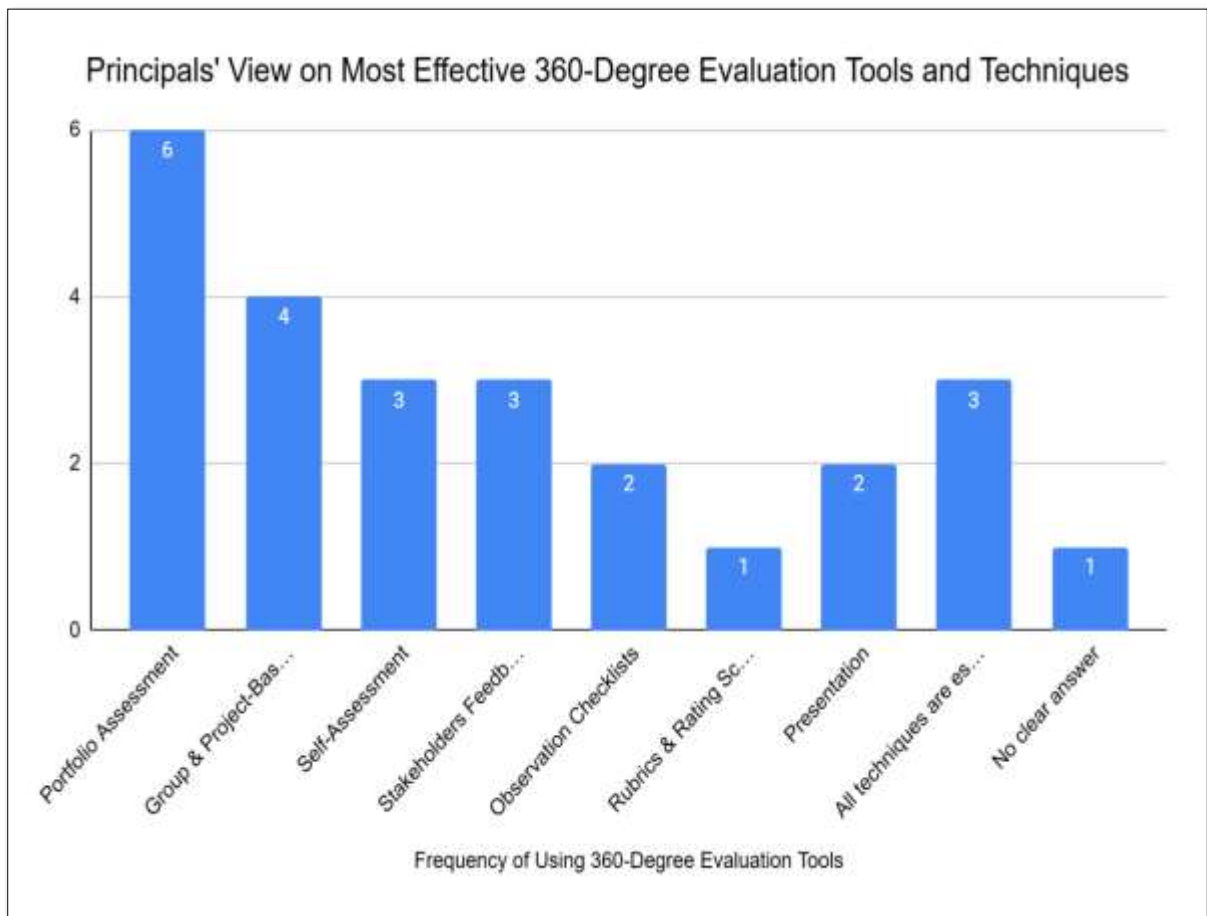


Figure 6 Most Effective Techniques for Holistic Student Assessment

The responses indicate that portfolio assessment is perceived as the most effective technique for holistic student assessment, as it captures students' academic progress, skills, reflections, and feedback over time. Group activities and project-based learning are also highly valued for assessing real-life application, collaboration, and life skills. Several principals emphasized self-assessment and multi-stakeholder feedback, highlighting the importance of reflection and inclusive perspectives in understanding student development. Observation-based techniques were noted for documenting authentic behaviour and continuous growth. Importantly, a number of principals stressed that no single technique is sufficient, underscoring the need for a combination of methods to achieve a truly holistic assessment of students.

Does your school follow a structured framework for 360-degree student assessment?

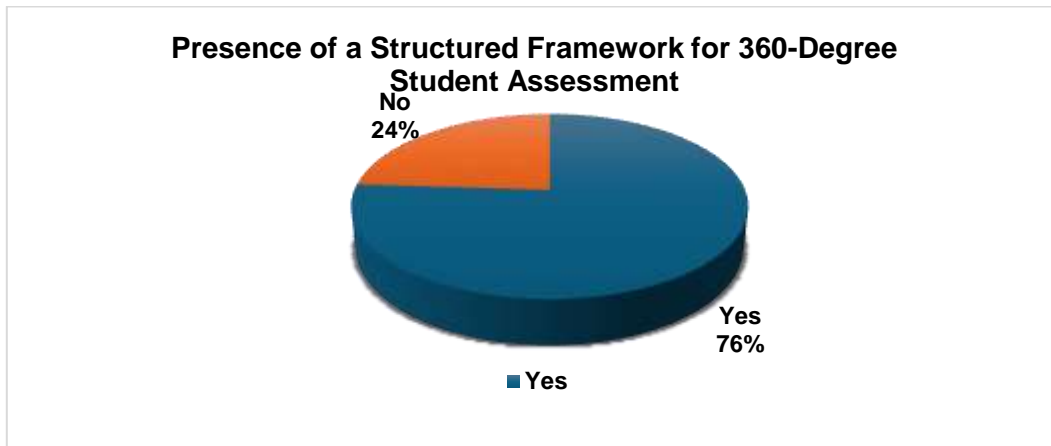


Figure 7: Presence of a Structured Framework for 360-Degree Student Assessment

The results show that a substantial majority of principals reported that their schools follow a structured framework for 360-degree student assessment, indicating institutional acceptance of systematic and organized assessment practices. This suggests that many schools have moved beyond informal methods toward planned, framework-based holistic evaluation. However, a smaller proportion of principals indicated that such a framework is not yet in place, reflecting variability in implementation across schools. Overall, the findings point to a positive trend toward the adoption of structured 360-degree assessment frameworks, while also highlighting the need for further support and standardization in some institutions.

If yes, who is involved in the assessment process at your school?

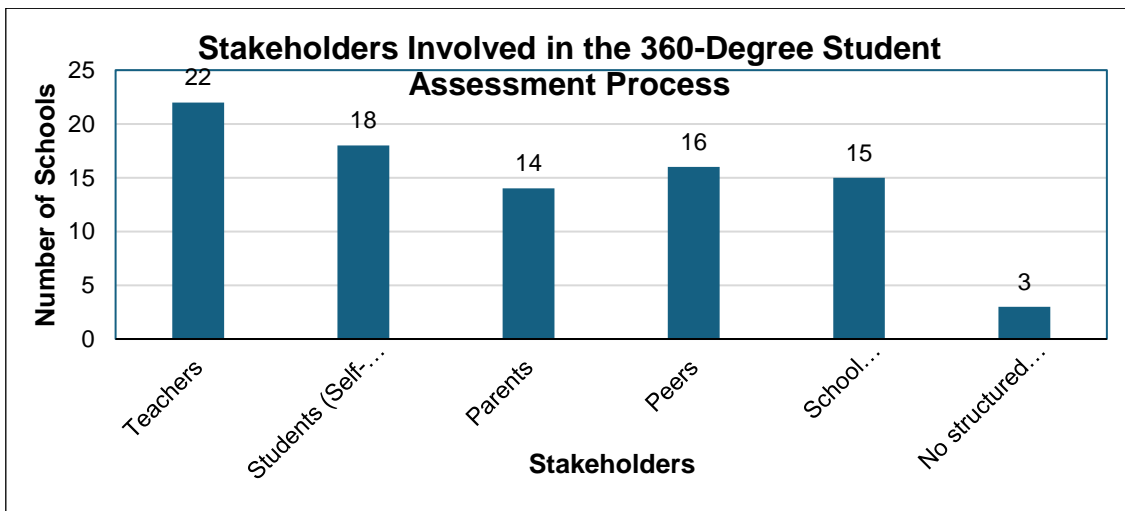


Figure 8: Stakeholders Involved in the 360-Degree Student Assessment Process

(Note: Multiple stakeholders could be selected by each respondent; therefore, totals exceed the number of principals.)

The findings reveal that teachers are the most consistently involved stakeholders in the 360-degree student assessment process, underscoring their primary responsibility in monitoring and

evaluating student development. A substantial number of schools also involve students through self-assessment, reflecting an emphasis on reflective and learner-centred assessment practices. Peers, parents, and school management contribute meaningfully, highlighting the multi-stakeholder nature of holistic assessment. However, the presence of schools with no structured stakeholder involvement indicates uneven implementation across institutions. Overall, the results demonstrate a strong inclination toward collaborative and inclusive assessment frameworks, aligning with holistic and competency-based education principles.

How do you record and document 360-degree assessments?

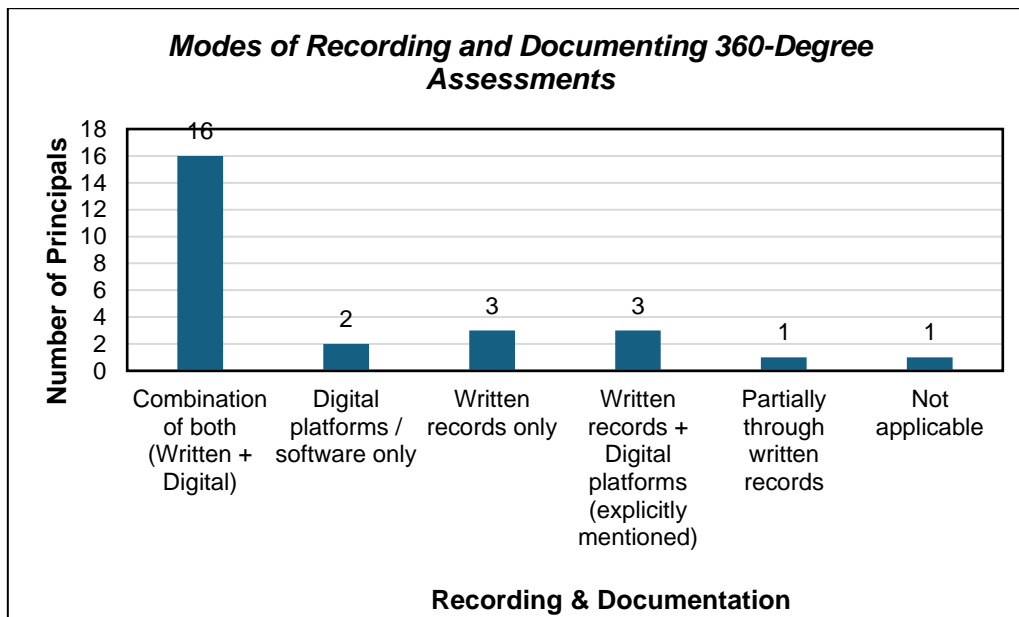


Figure 9: Modes of Recording and Documenting 360-Degree Assessments

(Note: Responses explicitly mentioning both written and digital methods were grouped under “Combination of both” to reflect integrated documentation practices.)

The findings indicate that most principals prefer a **combined approach using both written records and digital platforms** for documenting 360-degree student assessments. This suggests an effort to balance traditional record-keeping with emerging digital systems to ensure accuracy, accessibility, and continuity of assessment data. A smaller number of schools rely exclusively on **written records** or **digital platforms**, reflecting variation in infrastructural readiness and institutional practices. Very few principals reported partial or non-applicable documentation methods. Overall, the results highlight a growing trend toward **hybrid documentation systems**, supporting systematic, transparent, and comprehensive management of holistic assessment data.

**What challenges do you face in implementing 360-degree assessment at your school?
(Select all that apply)**

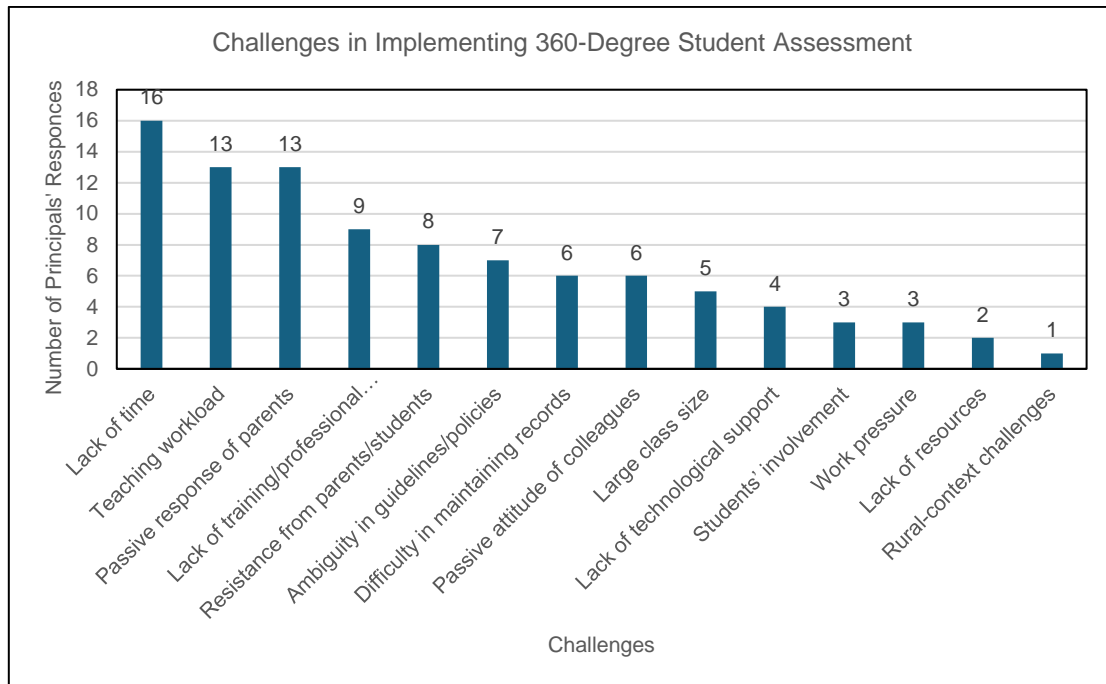


Figure 10: Challenges in Implementing 360-Degree Student Assessment

(Note: Total frequency exceeds the number of respondents as multiple challenges could be selected.)

The findings reveal that lack of time is the most significant challenge faced by principals in implementing 360-degree assessment, followed closely by teaching workload and passive parental response. These constraints indicate that while schools may recognize the value of holistic assessment, practical demands often limit consistent implementation. A considerable number of principals also reported insufficient training and resistance from parents or students, suggesting a need for greater awareness and capacity-building initiatives. Challenges related to ambiguous guidelines, record maintenance, and technological limitations further highlight systemic and infrastructural gaps. Additionally, issues such as large class size, limited student involvement, and contextual challenges in rural schools point to inequities across educational settings. Overall, the results suggest that successful implementation of 360-degree assessment requires clear policy direction, professional development, stakeholder engagement, and institutional support.

Please describe one major difficulty you personally experience while using 360-degree assessment.

From the perspective and experience of school principals, the major difficulty experienced in implementing a 360-degree assessment system is the combined challenge of time constraints and limited stakeholder acceptance. Teachers face heavy workloads, making the collection and synthesis of multi-source feedback resource-intensive, while insufficient planning further complicates effective execution. Additionally, schools often do not prioritize the process, and parents and other stakeholders demonstrate low awareness, passive participation, or bias, remaining largely focused on marks and percentages. This lack of cooperation and understanding reduces the meaningful use of 360-degree assessment as a holistic evaluation tool.

How does the current workload of teachers affect the success of 360 degree assessment approach?

From a principal's perspective, the heavy workload of teachers critically limits the effectiveness of the 360-degree assessment approach. Teachers are already burdened with curricular, co-curricular, administrative responsibilities, syllabus completion pressures, and the implementation of NEP 2020, leaving insufficient time for detailed observation, documentation, and feedback. Consequently, assessments are often rushed, feedback quality and individual student attention decline, peer and self-assessments receive less focus, and consistency and accuracy are compromised. Increased workload also leads to teacher stress, delays in assessment processes, reduced parent-teacher communication, and lower engagement with innovative assessment practices, thereby weakening the holistic purpose of the 360-degree assessment system.

What problems do you face in making assessments fair and unbiased?

From a school principal's perspective, ensuring fairness and objectivity in assessment is challenged by stakeholder-related biases and implementation constraints. Personal bias among teachers, peers, and parents—including leniency, preconceived opinions, and socially desirable responses—often affects the authenticity of feedback, while self and peer evaluations may lack honesty. Limited acceptance and involvement of stakeholders, reluctance from parents, incomplete or fake responses, and concerns about anonymity further compromise objectivity. Additionally, unclear assessment criteria, insufficient training of raters, limited observation time, documentation demands, and shortages of skilled teachers contribute to subjective judgment, inconsistent feedback, and implementation difficulties, making it challenging to maintain fair and unbiased assessment practices.

In your opinion, what changes are needed to make 360-degree assessment more practical in schools?

From a school principal's perspective, making 360-degree assessment more practical in schools requires greater stakeholder awareness, structural clarity, and workload rationalization. There is a need to shift the school community's focus from marks and percentages to holistic development through continuous awareness programs for parents, teachers, and students. The assessment process should be well structured, time-bound, transparent, and simplified, with clearly defined rubrics and focused feedback cycles. Reducing teacher workload through better time allocation, smaller class groups, additional support staff, and the use of digital tools for data management can enhance feasibility. Consistent training of all stakeholders and integrating the assessment meaningfully into the curriculum are essential to ensure effective implementation and constructive follow-up.

In your opinion, what support/resources are required to make 360-degree assessment more effective in your school?

From a school principal's perspective, effective implementation of 360-degree assessment requires a combination of appropriate resources, stakeholder commitment, and systemic support. Essential needs include reduced class size and teacher workload, adequate manpower or a dedicated assessment team, and sufficient time allocation within the school schedule. Digital platforms or LMS support are crucial to simplify data collection, tracking, and reporting, making the process less time-consuming and more reliable. Continuous training and orientation for teachers, parents, and students are necessary to build awareness, reduce bias, and ensure clarity on what and how to assess. Above all, shared involvement, right intentions, administrative backing, and a developmental rather than marks-focused mindset are vital to make the 360-degree assessment meaningful and effective.

What suggestions would you give to policymakers and school leaders for effective implementation of 360-degree evaluation?

From a school principal's perspective, policymakers and school leaders should adopt a gradual, structured, and practical approach for the effective implementation of 360-degree evaluation. Initial pilot programs should be conducted to identify ground-level challenges, followed by phased scaling rather than abrupt enforcement. Clear communication of the developmental purpose of the evaluation is essential to build trust and acceptance among stakeholders. Teacher workload must be rationalized through reduced testing pressure, dedicated assessment time, and, where possible, separation of teaching and assessment roles. Strong emphasis should be

Copyright © 2026, Scholarly Research Journal for Interdisciplinary Studies

placed on continuous training, awareness drives, and the use of simplified digital platforms to reduce documentation burden. Regular feedback from teachers and schools should inform policy refinement, ensuring the system remains realistic, well-supported, and focused on holistic growth rather than compliance.

Any other suggestions ?

From a principal's perspective, an important additional suggestion is that 360-degree assessments should not be treated as a mere formality but implemented with integrity and clear intent. The purpose, process, and goals of the assessment must be communicated transparently to all stakeholders to ensure meaningful participation. Designing clear and simple questionnaires, strengthening teacher integrity and professionalism, and providing continuous training and awareness can enhance the quality of feedback. Regular parent involvement, encouragement of peer and self-assessment, and periodic review of the process based on feedback are also essential to keep the system effective, relevant, and genuinely developmental.

Conclusion

The present study examined the implementation of 360-degree student assessment practices in schools through principals' perspectives, focusing on assessed domains, tools and techniques, stakeholder involvement, documentation methods, frequency of use, and implementation challenges. The findings indicate that most schools adopting 360-degree assessment emphasize **social-emotional development, life skills, physical development, and intellectual growth**, reflecting a shift toward **holistic and learner-centred assessment practices**. This aligns with contemporary educational reforms that advocate the comprehensive development of learners beyond academic achievement (National Education Policy [NEP], 2020).

The study further reveals that schools predominantly employ **teacher feedback, peer assessment, portfolio assessment, group activities, and parent feedback** as core tools for holistic evaluation. Regular or periodic use of these tools by a majority of principals suggests growing institutional acceptance of continuous and formative assessment practices. The involvement of **multiple stakeholders—teachers, students, parents, peers, and school management**—reinforces the collaborative nature of 360-degree assessment and strengthens its validity and inclusiveness.

In terms of documentation, most schools rely on a **combination of written records and digital platforms**, indicating a transitional phase toward integrated and systematic assessment management. However, despite widespread adoption, the implementation of 360-degree assessment is constrained by significant challenges, notably **lack of time, heavy teaching**

Copyright © 2026, Scholarly Research Journal for Interdisciplinary Studies

workload, passive parental response, insufficient professional training, and ambiguity in guidelines. These barriers highlight the need for clearer policy frameworks, structured capacity-building programmes, and technological support to ensure effective and sustainable implementation.

Overall, the study concludes that while 360-degree student assessment is increasingly recognized and practiced as a meaningful approach to holistic evaluation, its effectiveness depends on **systematic frameworks, stakeholder sensitization, professional development, and institutional support.** Strengthening these areas can enhance the quality and consistency of holistic assessment practices and support the broader educational goal of nurturing well-rounded learners, as envisioned in, NEP-2020.

RECOMMENDATIONS

It is recommended that school principals reduce teachers academic load and ensure conducive learning environment to achieve 360-degree achievement in right spirit.

The study was conducted only with 25 school principals of Madhya Pradesh. Hence, it cannot be generalized. It may be conducted in different parts of country with bigger sample sizes to understand in better way.

References

- Banerjee, M., & Roy, K. (2022). *Holistic assessment practices in West Bengal schools. Journal of School Education, 18(1), 65–80.* Retrieved December 7, 2026.
- Behera, S. and Malik, P. (4 April, 2024). *360-Degree Holistic Assessment In Teacher Education: Towards 21st-Century School Education. International Journal of Creative Research Thoughts (IJCRT), 12(4), d762-d766.* Retrieved December 30, 2026 from <https://www.ijcrt.org/papers/IJCRT2404425.pdf>
- Bracken, D. W., & Rose, D. S. (2011). *When does 360-degree feedback create behavior change? And how would we know it when it does? Journal of Business and Psychology, 26(2), 183–192.* Retrieved December 18, 2026 from <https://doi.org/10.1007/s10869-011-9218-5>
- Bracken, D. W., Timmreck, C. W., & Church, A. H. (2001). *The handbook of multisource feedback.* Jossey-Bass. Retrieved December 30, 2026.
- Chaudhary, T. (2021). *Perceptions of teachers and school heads on holistic assessment implementation challenges. Indian Journal of Educational Development, 25(8), 92–108.* Retrieved December 15, 2026.
- Das, U. K. and Panda, J. (April, 2015). *A Study on 360-Degree Feedback In Educational University With Reference To Bhubaneswar, Odisha, India. International Journal of Science and Research (IJSR), 4(4), 1632-1634. DOI: 10.21275/SUB153465.* Retrieved December 30, 2026 from <https://journals.indexcopernicus.com/api/file/viewByFileId/352236#:~:text=360%2Ddegree%20evaluations%20consist%20of,selections%20for%20training/development%20programs>.
- Government of India. (May, 2020). *National Education Policy 2020.* Ministry of education. Retrieved December 4, 2026 from : https://ncert.nic.in/pdf/nep//NEP_2020.pdf

- Joshi, A., & Kaur, R. (2019). *Implementation of comprehensive assessment practices in secondary schools: Challenges and perceptions*. *Indian Journal of Educational Research*, 7(2), 45–53.
- Kumar, R. (2023). *Teacher perceptions of 360-degree evaluation in government schools*. *Indian Journal of School Leadership*, 9(1), 30–44. Retrieved January 8, 2026.
- Ministry of Education. (2020). *National Education Policy 2020*. Government of India. Retrieved January 21, 2026 from <https://www.education.gov.in/nep2020>
- Nair, S., & Thomas, R. (2021). *Teacher attitudes toward alternative assessment strategies*. *International Journal of Education and Development*, 41(5), 199–210. Retrieved January 30, 2026.
- Parveen, S. (2020). *360o Degree holistic assessment: A new approach to shape the personality of a learner as visualized by National Education Policy 2020*. *International Journal of Reflective Research in Social Sciences*, 3(2), 04-08. Retrieved January 23, 2026 from <https://www.reflectivejournals.com/download/61/3-2-2.pdf>
- Patel, H., & Desai, K. (2023). *School readiness for holistic assessment: Principals' perspectives*. *Journal of Educational Administration and Policy*, 15(2), 58–71. Retrieved February 7, 2026 from
- Rao, V., & Mehta, S. (2022). *Stakeholder involvement in holistic student assessment: Principals' experiences*. *Educational Research Journal*, 43(3), 232–246. Retrieved February 1, 2026
- Sharma, P., & Gupta, L. (2021). *Teachers' perspectives on holistic assessment implementation: Barriers and strategies*. *Indian Educational Review*, 58(1), 78–95. Retrieved January 7, 2026
- Singh, M. (2020). *Teachers' and principals' perceptions of multidimensional assessment in school education*. *Journal of Educational Practice and Research*, 12(4), 112–121. Retrieved January 20, 2026
- Verma, D., & Singh, A. (2020). *Principals' understanding of mixed assessment approaches in school education*. *Maharashtra Educational Journal*, 27(3), 88–101. Retrieved February 7, 2026